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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  **CT.3.1.2.4** Describe mathematical relationships and situations involving computation of whole numbers (addition, subtraction, multiplication and division) using words, symbols, open number sentences and equations. For example: 56 + ⁬ = 100 and 3 x 5 = 9 + 6.  **CC.3.OA.3**. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  **CC.3.OA.4.** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ⁬ ÷ 3, 6 × 6 = ?.  **CC.3.OA.5** Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by multiplying 3 × 5 = 15 then multiplying 15 × 2 = 30, or by multiplying 5 × 2 = 10 then multiplying 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) (Students need not use formal terms for these properties.)  **CC.3.OA.6** Understand division as an unknown-factor problem. For example, divide 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  **CT.3.1.3.5** Demonstrate understanding of equivalence as a balanced relationship of quantities by using the equals sign to relate two quantities that are equivalent and the inequality symbols, < and >, to relate two quantities that are not equivalent. (23 x 5 > 23 x 2)  **CC.3.OA.4.** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ⁬ ÷ 3, 6 × 6 = ?.  **CT.3.2.2.13** Create and solve addition and subtraction word problems by using place value patterns and algebraic properties (commutative and associative for addition).  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  **CC.3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction  **(includes TMM Practicing Place Value)**  **CT.3.2.1.4** Represent three- and four-digit numbers up to ten thousand in expanded forms such as 5,472 = (5 x 1,000) + (4 x 100) + (7 x 10) + (2 x 1) and regrouped forms such as 5,472 = (4 x 1,000) + (14 x 100) + (6 x 10) + (12 x 1). Use the forms to support computational strategies.  **CC.3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.  **CC.3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction  **(includes TMM Practicing Place Value and TMM More or Less?)**  **CT.3.2.2.12** Solve problems involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00 with and without regrouping, using a variety of strategies,  including models.  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **CC.3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction  **(Only TMM. More or Less?)**  **CT.3.2.2.16** Use a variety of estimation strategies to determine and justify the reasonableness of an answer to a computation or word problem involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00.  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]). |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  CT.3.2.1.2 Identify the number that is 100 and 1,000 more or less than a given umber up to 10,000 using place value models, pictures and number lines.  CT.3.2.2.18 Determine and compare the value of sets of coins and write the values using decimal notation, e.g., two quarters= 50 cents or $0.50 (50 of 100 cents in a dollar) and is less than two quarters, two dimes and a nickel or $0.75.  CT.3.2.2.19 Determine, compare and write the value of money amounts up to $100.00 and identify equivalent ways to represent a given amount of money, including combinations of pennies, nickels, dimes, quarters and half dollars, e.g., $0.25 can be five nickels, two dimes and one nickel or one quarter.  (Includes TMM Practicing Place Value)  CT.3.2.1.1 Locate, label, compare and order whole numbers up to 10,000 using place value models, number lines and number patterns (including multiples of 100 and 1,000).  (ONLY TMM. More or less)  CT.3.2.2.15 determine when an estimate for a problem involving two- and three- digit numbers is appropriate or when an exact answer is needed.  CT.3.2.2.17 Determine when a strategy will result in an overestimate or an underestimate in problems involving two- and three- digit numbers. |
| **CCSS but not GLE’s**  **CT.4.1.3.5** Solve problems and demonstrate an understanding of equivalence in mathematical situations that reflect the commutative and associative properties of addition and multiplication of whole numbers and the distributive property.  **CC.3.OA.5** Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by multiplying 3 × 5 = 15 then multiplying 15 × 2 = 30, or by multiplying 5 × 2 = 10 then multiplying 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) (Students need not use formal terms for these properties.)  **CT.4.1.3.5** Solve problems and demonstrate an understanding of equivalence in mathematical situations that reflect the commutative and associative properties of addition and multiplication of whole numbers and the distributive property.  **CC.3.OA.6** Understand division as an unknown-factor problem. For example, divide 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.  **CT.4.1.3.5** Solve problems and demonstrate an understanding of equivalence in mathematical situations that reflect the commutative and associative properties of addition and multiplication of whole numbers and the distributive property.  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **CT.4.2.2.15** Solve contextual problems involving addition and subtraction of whole numbers using a variety of methods, including writing appropriate number sentences (equations) and explaining the strategies used.  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **CT.5.2.2.19** Use estimation to predict results and to recognize when an answer is or is not reasonable or will result in an overestimate or underestimate and explain the reasoning used orally and in writing.  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]). |